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ABSTRACT

Serving as a source of questions for researchers to investigate and a resource for professors and their students, this book presents 51 essays that discuss where the reading field has been, is now, and might be going. More than 80% of the essays are new or revised from the third edition. Essays in the book include "Professional Connections: Pioneers and Contemporaries in Reading" (Harold L. Herber); "Learning about Literacy: A 30-Year Journey" (P. David Pearson and Diane Stephens); "Children's Language and World: Initial Encounters with Print" (Jerome C. Harste and others); "Language Acquisition and Literacy Processes" (Robert B. Ruddell and Martha Rapp Ruddell); "Literacy Research in Community and Classrooms: A Sociocultural Approach" (Luis C. Moll); "Children's Emergent Reading of Favorite Storybooks: A Developmental Study" (Elizabeth Sulzby); "Viewpoints: The Word and the World--Reconceptualizing Written Language Development or, Do Rainbows Mean a Lot to Little Girls?" (Anne Haas Dyson); "Word Recognition" (S. Jay Samuels); "Becoming Literate through Authentic Tasks: Evidence and Adaptations" (Elfrieda H. Hiebert); "Comprehension of Text Structures" (P. David Pearson and Kaybeth Camperell); "Learning to Learn from Text: A Framework for Improving Classroom Practice" (Robert J. Tierney and P. David Pearson); "Problem-Solving Schema with Question Generation for Comprehension of Complex Short Stories" (Harry Singer and Dan Donlan); "A Dual Coding View of Imagery and Verbal Processes in Reading Comprehension" (Mark Sadoski and Allan Paivio); "Research in Reader Response, Naturally Interdisciplinary" (James R. Squire); "Readers as Writers Composing from Sources" (Nancy Nelson Spivey and James R. King); "Metacognition and Executive Control" (Ruth Garner); "Instructing Comprehension-Fostering Activities in Interactive Learning Situations" (Ann L. Brown and others); "Toward a Theory of